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ABSTRACT

Developed by the state of Virginia, six educational goals to develop concepts, skills, and positive attitudes related to art elements and principles, responses to art and art objects, and the production of artwork are outlined. These goals and objectives pertain to four roles that the student assumes when engaged in art experiences: that of aesthetician, art historian, artist-creator, and consumer. The standards of learning objectives emerge from the educational goals and are outlined for each grade level. In the elementary grades every child should be exposed to a variety of media and techniques in mastering art objectives. The time allotted to middle school art varies. Those objectives considered most important are highlighted and should be stressed when students have less art time. The objectives for senior high school are contained in four courses: art foundations, advanced art, art heritage, and crafts. (KM)

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

I would like to introduce you to the Standards of Learning Program. The program establishes a framework for instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment.

The basis for the Standards of Learning Program is an objective adopted by the Board of Education in June 1981. The objective reads as follows:

> Basic skills and knowledge to be expected of students at each developmental level will be identified and published for kindergarten through grade 12. Objectives for language arts and mathematics will be completed by September 1982 and objectives for other subject areas and vocational education will be completed by September 1984 for grades K-12. Assessment instruments for use in teaching and remediation will be made available to those school divisions which do not have such instruments of their own.

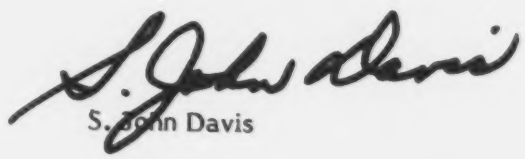
In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this understanding, all of us will be able to work together to help students achieve the objectives.

Standards of Learning Objectives in Language Arts, Mathematics, Social Studies, Science, Health, Foreign Languages, Physical Education, Art and Music have been developed over a three-year period with the aid of thousands of teachers, supervisors, administrators, teacher educators, and representatives of professional organizations and lay groups. I express sincere appreciation to the many individuals throughout the state who assisted in writing, reviewing and refining the objectives.

The Standards of Learning Program is designed to identify what students are expected to accomplish, provide a method for determining what has been learned, and encourage teachers to give additional instruction when needed. It is not intended to reduce the total school program to a single list of objectives or to replace the curriculum that a school division already may have developed for its students. The staff in school divisions which already have such programs will need to examine them to ensure that the Standards of Learning Objectives are included.

During the 1983-84 school year, department personnel will work with you to help you become familiar with the objectives and how they may be used for planning instruction. It is anticipated that the Fine Arts objectives will be used beginning in the fall of 1984.

I am excited about the program and confident that it will be a success if we continue to work together.



S. John Davis

SUMMER WORKSHOP PARTICIPANTS

Art

1982, 1983

NAME	POSITION	COUNTY/CITY/TOWN
Nancy Anderson*	Elementary Teacher	Virginia Beach City
Jackie Bailey	Visual Art Administrator	Washington, D.C.
Jancy Bierowicz	Art Teacher	Norfolk City
Gwen Blackwell	Art Teacher	Prince William County
Leslye Bloom	College/Art Educator	Virginia Tech
Dorothy Bryan	Art Teacher	Hampton City
Dorothy Chase	Art Teacher	Chesterfield County
Cheryl Clarke	Art Teacher	Henrico County
Dyan Connelly	Elementary Teacher	Fairfax County
Rachel Denham	Art Teacher	Smyth County
Joanne Denton	Art Teacher	Washington County
Diane DeBeixedon	College Art Educator	Old Dominion University
Gary DiVecchia	Art Supervisor	Prince William County
Dorothy Edwards*	Elementary Teacher	Petersburg City
Dorothy Ellis	Art Teacher	Fairfax County
Charlotte Evans	Art Teacher	Frederick County
Thomas Felton	Art Supervisor	Chesapeake City
Cynthia Flegal	Art Teacher	Virginia Beach City
Erin Girdler	Art Teacher	Waynesboro City
William Griffith	Research Specialist	Fairfax County
Ed Hall	Art Teacher	New Kent County

Beverly Heinle	Art Supervisor	Fairfax County
Sherry Hodges	Art Teacher	York County
Carole Hubbard	College/Art Educator	Hampton Institute
Phil James	College/Art Educator	James Madison University
Jan Jones	Art Supervisor	Hanover County
Nancy Jones	Curriculum Specialist	Virginia Beach City
Doris Jordan	Art Consultant	Norfolk City
Ann Klunder	Art Res. Specialist	Fairfax County
Mary Little	Art Teacher	Northampton County
Edna Love	Art Teacher	Pulaski County
Louise Lowenthal*	Art Teacher	Virginia Beach City
A. D. Macklin	College/Art Educator	Virginia State University
Jimmy Mitchell	Art Teacher	Patrick County
Lee Montgomery	Art Supervisor	Newport News City
Dale Nelson	Art Supervisor	Richmond City
John Pharis	Art Teacher	Roanoke City
Elizabeth Phillips	Art Teacher	Henry County
Virginia Pietruszka*	Elementary Teacher	Williamsburg/James City
Jane Quick	Elementary Teacher	Falls Church City
Adele Quimby	Art Teacher	Henrico County
Dan Reeves	College/Art Educator	VA Commonwealth University
Helen Sanders	Art Teacher	Chesterfield County
Harold Symes	Art/Teacher Ed. Teacher	Arlington County
Betsy Taylor	Art Teacher	Hanover County
Pat Torrance	Elementary Principal	Appomattox County

Helen Townsend	Art Teacher	Roanoke City
Steven Tucker	Art Teacher	Spotsylvania County
Cheryl Wallace	Art Teacher	Russell County
James Wright	College/Art Educator	VA Commonwealth University

*VEA (Virginia Education Association Representative)

INTRODUCTION

The Standards of Learning Objectives for art emerge from six educational goals to develop concepts, skills, and positive attitudes related to the following:

* the structure of art (elements and principles)
* responses to art and art objects
* the production of artwork

The goals (see Page X) and objectives pertain to four roles which the student assumes when engaged in art experiences: that of aesthetician, art historian, artist-creator, and consumer.

The objectives are intended to be used as a basis for planning art curriculum and instruction from kindergarten through middle school and for elective art courses in high school. Provisions for art vary considerably throughout the state in regard to available time, facilities and personnel, but the following guidelines should be helpful in adapting the objectives to local situations. These objectives represent the most essential elements of a quality art program at each grade level.

The production of artwork is a means of accomplishing many of the objectives. Mastery of technical skill and understanding of design concepts are accomplished through a range of experiences in art media. The student creates art for communication, self-expression, and experimentation with media and ideas. These expressions should always be original with the student. Copying the work of others, or coloring dittoed materials is not creative and should not be a part of the art program.

Beginning in the elementary grades every child should be exposed to a variety of media and techniques in the mastering of the art objectives. These art experiences should include the general categories of drawing, painting, printmaking, collage, sculpture, construction, crafts (fiber, clay, wood, paper, and metal) and mass communication media. Correlation of art with other areas should be done as much as possible. Art skills and design concepts can

still be stressed while utilizing a theme for an art unit that is currently being studied in social studies or science, for example.

The time allotted to middle school art varies so much over the state that, in some cases, it might not be possible to cover all of the objectives for a grade level. Certain of the objectives in grades six, seven, and eight have been marked with an asterisk to indicate which should be stressed when students have less than the equivalent of 18 weeks of art. When eighth grade is a year long elective course and considered Art I, it is recommended that the objectives for eighth grade be used rather than the Art Foundations objectives.

The objectives for senior high school are contained in four courses: Art Foundations, Advanced Art, Art Heritage, and Crafts. Art Foundations might be used for two beginning levels, usually designated as Art I and II in most schools. Advanced Art could serve for courses designated Art III and IV in many schools. Both Art Heritage and Crafts can be taught as separate courses or integrated into general or specialized studio courses. Where there is not a formal art program in the lower grades, art teachers on the secondary level may need to include essential objectives from previous grades.

The Standards of Learning, through art experiences, should develop the learner's ability to perceive and discriminate, to value and judge, to know and understand, and to produce and create works of art, as well as to relate and connect art to other areas of knowledge and living.

GOALS

Through art experiences the student will acquire skills, knowledge, and attitudes in the following areas:

1. **PERCEPTION/DISCRIMINATION**

   The student will perceive and understand relationships among the elements of design as they appear in the natural and man-made environment, as they influence mental images, and as they appear in works of art.

2. **JUDGMENT/VALUING**

   The student will make aesthetic judgments about the environment, works of art, and other man-made objects.

3. **CULTURAL UNDERSTANDING**

   The student will develop an understanding of the relationship between artifacts or works of art and the cultures or historic periods in which they are created.

4. **COMMUNICATION/PRODUCTION**

   The student will develop technical skills for using art media as a means of personal expression and communication.

5. **KNOWLEDGE/INTERRELATIONSHIPS**

   The student will develop a working knowledge of the visual and verbal language of art and understand the relationship of visual art to other fields of knowledge.

6. **CREATIVITY/IMAGINATION**

   The student will think and act creatively by solving problems and by reacting to change with originality, flexibility, fluency and imagination.

revised 6/22/83

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ART
STANDARDS OF LEARNING OBJECTIVES
KINDERGARTEN

Program Emphasis: At this level art stresses the philosophy of a positive self-concept and the theme of "me, my and mine." Activities should emphasize only one of the design elements of line, shape, texture or color at a time.

K.1 **The student will discover that the senses are avenues to self expression through art.**
Descriptive Statement: Experiences using the senses of sight, hearing, smell, touch and taste help the student to create art.

K.2 **The student will express personal experiences, thoughts, and feelings.**
Descriptive Statement: This requires imagination and originality to produce art products.

K.3 **The student will share personal artwork.**
Descriptive Statement: This involves using art experiences for visual appreciation and to build oral communication skills.

K.4 **The student will demonstrate motor skills through art experiences.**
Descriptive Statement: Emphasis is on motor skills needed for painting, pasting, folding, cutting, modeling, and constructing.

K.5 **The student will demonstrate proper care and use of art materials.**
Descriptive Statement: This requires following directions for conserving materials, using tools properly, and taking turns.

K.6 **The student will identify colors by name.**
Descriptive Statement: The colors red, yellow, blue, orange, green, purple, brown, black, and white will be used.

K.7 **The student will identify line and line characteristics.**
Descriptive Statement: This requires the student to name lines which are straight/curved, thick/thin, long/short, up/down or across.

K.8 **The student will identify basic two-dimensional shapes.**
Descriptive Statement: The shapes of square, rectangle, circle and triangle are used.

K.9 **The student will identify textures.**
Descriptive Statement: Textures such as rough, smooth, hard and soft are named. This requires the sense of both sight and touch.

K.10 **The student will express thoughts and feelings through a combined use of the visual and performing arts.**
Descriptive Statement: The emphasis is upon building a positive self-concept through the use of puppets, masks and other visual art forms in combination with storytelling, music, and creative movement.

ART
STANDARDS OF LEARNING OBJECTIVES
FIRST GRADE

Program Emphasis: Art at this level stresses the theme of "me and my environment" which includes the family and school.

1.1 **The student will relate art to a sensory perception of the environment.**
Descriptive Statement: The emphasis is on awareness of self within an environment and the effect of sight, touch, smell, taste and hearing as artistic stimuli to creating art.

1.2 **The student will express self creatively in drawing and painting the human figure.**
Descriptive Statement: The emphasis is on the child's interpretation of the human figure as an expression directly related to the child's self-image and sense of worth. The focus is on using imagination and decision making skills as a part of the art process.

1.3 **The student will recognize that personal creative work and the work of others has value.**
Descriptive Statement: This requires sharing and accepting behaviors, and may be accomplished through display and discussion of the student's own work and the work of others.

1.4 **The student will use correct art vocabulary for concepts, media and processes.**
Descriptive Statement: Emphasis is on developing a vocabulary related to the art experiences introduced in this grade.

1.5 **The student will use and care for materials properly.**
Descriptive Statement: This requires understanding and following directions for organization, conservation, and safety procedures with materials.

1.6 **The student will develop eye-hand coordination for art activities.**
Descriptive Statement: Emphasis is on skills such as drawing, stamping, painting, cutting, pasting, tearing, weaving, folding, constructing, and modeling. Repetition of these skills is essential for mastery.

1.7 **The student will identify primary colors and variations of these colors.**
Descriptive Statement: Focus is on identifying the primary colors red, yellow, and blue in a variety of media, categorizing them as primary, and associating them with examples in the natural and man-made environments.

1.8 **The student will produce other colors through the manipulation of primary colors.**
Descriptive Statement: Emphasis is on discovery and experimentation using red, yellow, and blue. Media to be used may include food colors, paint, wet chalk, and colored cellophane.

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1.9 **The student will produce and distinguish line variations in artwork.**
Descriptive Statement: Using personal artwork, or work created by others, the emphasis is on the recognition and use of lines which are long, short, curved, straight, wide, thin, zig-zig, wavy, diagonal, horizontal, and vertical.

1.10 **The student will connect lines to form shapes.**
Descriptive Statement: This includes both geometric and creative shapes which are made by closing and connecting lines.

1.11 **The student will distinguish between natural and man-made objects.**
Descriptive Statement: Natural objects should be as found in nature, not changed by man, while man-made objects reflect man's ability to be creative or original.

1.12 **The student will produce textures through the manipulation of art materials.**
Descriptive Statement: Emphasis is on textures which are smooth, rough, soft and hard.

1.13 **The student will repeat original designs to create a pattern.**
Descriptive Statement: Emphasis is on student originated lines and simple shapes which are repeated to produce a rhythmic design (pattern).

1.14 **The student will create original works of art which correlate with spoken and/or written language.**
Descriptive Statement: Emphasis is on using student art in association with storytelling, poetry, creative dramatics, and musical presentations.

1.15 **The student will create art from real and from imaginary sources.**
Descriptive Statement: Through drawing, painting, sculpture, and film or video, the student visually expresses subject matter or events which happen in real life as well as in fantasy.

1.16 **The student will identify art that is an integral part of one's culture.**
Descriptive Statement: Production of artwork and awareness of art in everyday life are emphasized.

ART
STANDARDS OF LEARNING OBJECTIVES
SECOND GRADE

Program Emphasis: Art activities should reflect the theme of "me and others in my neighborhood, school, class, and family."

2.1 **The student will produce artwork that is inventive.**
Descriptive Statement: The focus is on doing things that are different from what the student has already done with familiar and basic materials and processes. The subject matter should express personal feelings and experiences of the student.

2.2 **The student will use appropriate vocabulary related to art experiences.**
Descriptive Statement: Emphasis is on learning a vocabulary related to each new or expanded art experience.

2.3 **The student will express feelings about specific works of art.**
Descriptive Statement: The emphasis is on a personal reaction of the students to their own work and the work of others. Communication may be oral, written, or behavioral.

2.4 **The student will work cooperatively in art group activities.**
Descriptive Statement: Emphasis is on the social development in sharing and conserving materials, taking turns, and in contributing a part to a whole as in creating group murals or making sets, costumes and props for plays.

2.5 **The student will demonstrate art motor skills.**
Descriptive Statement: Manipulative skills, such as fringing, folding, piercing, curling, weaving, stitching, constructing, and modeling, are added to those previously used in art experiences.

2.6 **The student will use the total space on a two-dimensional surface or picture plane.**
Descriptive Statement: Emphasis is on skill in planning and problem solving for an effective use of blank space, and on understanding the concept of environment in a drawing or painting.

2.7 **The student will develop three-dimensional spatial concept skills.**
Descriptive Statement: The emphasis is on over and under, in and out when producing three-dimensional media or crafts, such as stitchery and weaving.

2.8 **The student will mix and compare the values of a color (hue).**
Descriptive Statement: This involves identifying a change in lightness and darkness (value) of a color when mixed with black or white.

2.9 **The student will create textures in various ways.**
Descriptive Statement: Textures are produced by impressing designs in clay, through environmental rubbings, by graphic dotting techniques (stippling), and by assembling textured fragments to create a two-dimensional cut and pasted picture (collage).

2.10 **The student will use many media and tools to create a variety of lines.**
Descriptive Statement: The focus is on experimenting with unusual tools (other than pencil, crayon, and paint brushes) used with a variety of art materials.

2.11 **The student will repeat a design in sequence to form a pattern.**
Descriptive Statement: The focus is on organizing a small design element (motif) so that it creates order and rhythm within a larger defined space.

2.12 **The student will compare the art expression of other cultures with the student's own culture.**
Descriptive Statement: The focus is on art as a "storyteller" of a culture, and may include books, films, television, objects, and people as resources.

2.13 **The student will produce various two-dimensional shapes.**
Descriptive Statement: This requires the student to construct shapes, geometric and non-geometric, in a variety of activities such as cutting, drawing, painting, collage (cutting and pasting), and printmaking (stamping).

ART
STANDARDS OF LEARNING OBJECTIVES
THIRD GRADE

Program Emphasis: Art is a means of self expression, a vehicle for communicating feelings, moods, ideas and experiences. Art is also a reflection of the characteristics of people in all cultures and of every period in time.

3.1 **The student will produce artwork which communicates personal experiences and feelings in a variety of ways.**
Descriptive Statement: The emphasis is on fluency of ideas along with freedom in expressing space and the human figure while using familiar art media.

3.2 **The student will describe differences among works of art.**
Descriptive Statement: The emphasis is on identifying the subject matter, what is happening, and the mood which the work conveys. This involves viewing and discussing reproductions and original works of art, including architecture and popular arts (folk art).

3.3 **The student will recognize that nature, people, imagination, experimentation, and events are all appropriate source material for art.**
Descriptive Statement: The emphasis is on discovering where artists find ideas for works of art.

3.4 **The student will identify and safely use tools in art.**
Descriptive Statement: The emphasis is on an appropriate and safe use of tools and calling them by their proper names.

3.5 **The student will produce artwork which demonstrates knowledge of foreground and background.**
Descriptive Statement: This involves the arrangement of shapes and images with an emphasis on overlapping to create depth on a two-dimensional surface.

3.6 **The student will effectively depict positive and negative space in compositions.**
Descriptive Statement: The emphasis is on using shape and space so that the background (negative space) is just as important as the shapes (positive space) on that background.

3.7 **The student will create the effect of texture on a two-dimensional surface.**
Descriptive Statement: The emphasis is on using lines, dots, and shapes to produce images of natural, man-made, or imaginary objects that have texture.

3.8 **The student will recognize that the illusion of motion can be created by line.**
Descriptive Statement: The emphasis is on identifying spiral, radial, and converging lines in the environment and in works of art.

3.9 **The student will name, mix, and use the secondary colors.**
Descriptive Statement: The emphasis is on mixing and identifying the neutral, brown, and the secondary colors, orange, green, and purple, and on using variations of these colors in original paintings.

3.10 **The student will identify warm and cool colors and use them in compositions.**
Descriptive Statement: Warm colors (red, yellow, orange) and cool colors (blue, green, violet) are identifed. Compositions are created using only warm or cool colors.

3.11 **The student will demonstrate that colors can be used to communicate feelings.**
Descriptive Statement: This involves creating original works of art where the use of color expresses emotions about the student's personal experiences and feelings.

3.12 **The student will create an alternating pattern.**
Descriptive Statement: This involves arranging and repeating two or more objects or shapes on a two-dimensional surface in an orderly design.

3.13 **The student will identify and depict subtle differences and similarities of detail.**
Descriptive Statement: The emphasis is upon creating artwork which demonstrates an awareness of details observed in objects in the environment.

3.14 **The student will recognize the possible value of integrating unintentional effects into a work of art.**
Descriptive Statement: The emphasis is on problem solving and developing flexibility through the possibility of sometimes utilizing "mistakes or accidents" in one's artwork.

ART
STANDARDS OF LEARNING OBJECTIVES
FOURTH GRADE

Program Emphasis: Shape and size relationships as they pertain to space and depth are the art elements stressed on this level. Whenever possible art activities and art appreciation should be related to colonial and contemporary Virginia arts and crafts. The appreciation of art for its own sake as well as for utility, as in architecture and crafts, is a program emphasis.

4.1 **The student will generate creative ideas through experimentation.**
Descriptive Statement: The emphasis is on brainstorming and generating ideas for being creative with limited materials or with a narrowly defined problem.

4.2 **The student will use past experiences and simulated situations as subject matter for art work.**
Descriptive Statement: This requires active personal involvement in subject matter or uses recalled sensations to create a work of art.

4.3 **The student will distinguish between works of art which have the same subject matter.**
Descriptive Statement: For example, self-portraits throughout history are compared and contrasted as to style and technique of the artist, the colors and medium used, and the feeling the work imparts.

4.4 **The student will classify works of art.**
Descriptive Statement: Categories such as portraits, landscapes, still life, and moving image art (film and video) as well as the terms realistic and abstract are among those used for description and differentiation.

4.5 **The student will identify three-dimensional works of art.**
Descriptive Statement: The focus is on the student identifying three-dimensional art objects as opposed to two-dimensional works. The emphasis is on architecture and crafts.

4.6 **The student will practice safety precautions when using tools.**
Descriptive Statement: The emphasis is on recognizing the possible consequences of a careless use of tools.

4.7 **The student will give examples of how artists create an illusion of depth on a two-dimensional surface.**
Descriptive Statement: In addition to overlapping, the emphasis is on the visual phenomenon that people and objects appear smaller and higher to the eye as they move farther away, accomplished in the tradition of western art by making objects smaller and higher on the picture plane.

4.8 **The student will create texture in three-dimensional artwork.**
Descriptive Statement: This requires creating different textures using a variety of tools with three-dimensional media. These textures might include prickly, bumpy, notched, or ribbed as well as smooth or slick.

4.9 **The student will use line to depict the outline and details of forms and objects.**
Descriptive Statement: The emphasis is on understanding that there is an aesthetic relationship of the individual parts or details of an object to the whole object.

4.10 **The student will use contrasting elements to create a point of emphasis in artwork.**
Descriptive Statement: This includes using light and dark, or bright and dull colors, or contrasts of texture, shape, or size so that a dominant area emerges as a center of interest.

4.11 **The student will identify examples of Virginia arts and crafts in correlation with the study of Virginia history.**
Descriptive Statement: This includes fine arts, architecture, and folk art.

4.12 **The student will use tints and shades of colors in artwork.**
Descriptive Statement: This requires mixing black or white to lighten (tints) or darken (shades) the colors used in paintings.

4.13 **The student will give examples of the variety of careers in art.**
Descriptive Statement: The emphasis is on the diverse roles of artists in the community.

4.14 **The student will identify art resources in the local community and the state.**
Descriptive Statement: This includes museums, art mobiles, art periodicals, books, reproductions, films, filmstrips, local artists, and television.

ART
STANDARDS OF LEARNING OBJECTIVES
FIFTH GRADE

Program Emphasis: Continued emphasis is on the use of the design elements. The focus is also on the art forms expressive of our American culture.

5.1 **The student will produce works of art which express personal emotions and ideas.**
Descriptive Statement: The emphasis is on creating artwork which expresses the individual's own emotions, impressions, imagination, and perceptions.

5.2 **The student will identify symbols and themes which artists have used in their work.**
Descriptive Statement: The focus is on the study of American art with examples ranging from Indian pictographs and colonial crafts to advertising, filmmaking, and cartooning, as well as architecture, studio arts, and contemporary crafts.

5.3 **The student will demonstrate concern for self and others in the safe use of tools and materials.**
Descriptive Statement: The emphasis is on recognition of potential hazards and the consequences of careless actions.

5.4 **The student will differentiate between two-dimensional (2-D) and three-dimensional (3-D) art objects.**
Descriptive Statement: The emphasis is on the student's understanding of the difference between shape (2-D) and form (3-D). This concept also clarifies the process of translating three-dimensional objects to two-dimensional surfaces.

5.5 **The student will perceive all of the planes in a work of art.**
Descriptive Statement: The emphasis is on background, middleground and foreground in two-dimensional work; and top, bottom, front, back and side view in three-dimensional work.

5.6 **The student will create the illusion of movement or direction in a design.**
Descriptive Statement: The emphasis is on employing rhythm to suggest movement in a nonobjective work of art (where an art element, and not a recognizable object, is the subject matter).

5.7 **The student will apply informal (asymmetrical) balance to compositions or constructions.**
Descriptive Statement: This involves identifying and constructing optical balance in two-dimensional and three-dimensional art forms and comparing this with physical balance.

5.8 **The student will add decorative textures to artwork.**
Descriptive Statement: This includes adding texture to the surfaces of clay and papier mache, and to painting and printmaking for heightened interest.

5.9 **The student will produce artwork emphasizing one or more of the elements of design.**
Descriptive Statement: The emphasis is on identifying and incorporating the design elements of color, line, shape/form, and texture in works of art.

5.10 **The student will describe the contribution of artists and designers to the American heritage.**
Descriptive Statement: The emphasis is on researching and presenting information about the life, background, and work of at least one American artist and on sharing this with others..

5.11 **The student will identify and use complementary colors.**
Descriptive Statement: The emphasis is on recognizing complementary colors on the color wheel and discovering their effect on each other when used in a composition.

5.12 **The student will develop skills for describing art products.**
Descriptive Statement: This involves using the vocabulary of art (design, composition, elements, principles) to discuss and evaluate works of art.

5.13 **The student will compare art forms that reflect the uniqueness of the culture from which they arise.**
Descriptive Statement: The focus is on determining what typical art forms from people in a few cultures and time periods (up to three) reveal about those people.

MIDDLE SCHOOL OVERVIEW

GRADES SIX through EIGHT

Line, texture, shape/form, space, color and art appreciation are emphases of the middle school objectives. Some variety of materials and tools for both two-dimensional (2-D) and three-dimensional (3-D) products should be used in order to acquaint students with the possible range of art processes and media.

Each of the following objectives is considered necessary in a middle school setting. The objectives were designed to be covered in courses meeting daily for 18 weeks or longer. However, many Virginia schools offer Exploratory Art in grades six, seven, or eight which vary in length from three to nine weeks making complete coverage difficult. For this reason, certain objectives have been marked with an asterisk. Courses shorter than a semester should include at least these marked objectives so that the student will grow in all of the following roles: aesthetician, art historian, artist, critic, and consumer of art.

ART
STANDARDS OF LEARNING OBJECTIVES
SIXTH GRADE

Program Emphasis: Emphasis at this level is on utilization of the design elements for expression and communication. A focus is on the role of art in world cultures and contemporary life. Correlation with other curricular areas is encouraged.

*6.1 **The student will identify the contribution of artists to society.**
Descriptive Statement: This involves knowing about such artists as art educators, architects, commercial artists, graphic artists, industrial designers, communication media (film and video) artists as well as fine artists and craftsmen. The emphasis is on how the products of these artists affect one's daily life.

*6.2 **The student will draw objects in the environment.**
Descriptive Statement: This requires the student to draw actual objects from observation (in addition to depicting nonobjective or abstract concepts and ideas). This does not mean copying the work of other artists.

*6.3 **The student will demonstrate visual memory skills through drawing.**
Descriptive Statement: This pertains to recall drawing. The emphasis is on using life experiences as a resource for personal expression.

6.4 **The student will compare color symbolism in different cultures.**
Descriptive Statement: The emphasis is on symbolic and emotional aspects of color in our own and other cultures and may be correlated with social studies. The multiple meaning of symbols and our affective response to color are both involved.

6.5 **The student will perceive the effect of light on three-dimensional objects.**
Descriptive Statement: The emphasis is on shading, and on the artist's use of light and dark, and highlights and shadows, to create three-dimensional form on a two-dimensional surface.

*6.6 **The student will demonstrate safety procedures at all times.**
Descriptive Statement: Emphasis is on the care as well as safe handling of tools, materials, and equipment.

*6.7 **The student will investigate the use and impact of persuasive techniques in art (especially in graphic and electronic communication).**
Descriptive Statement: This includes how films and television, advertising, packaging, and propaganda are designed to affect our daily life. (This may be correlated with Language Arts 6.10.)

*6.8 **The student will indicate how art reflects various cultures, periods, or civilizations.**
Descriptive Statement: Emphasis is on world civilizations, and stresses the impact of social, political, technological, or religious influences on art produced during a specific period. (This will correlate with 6th grade Social Studies.)

*6.9 **The student will compare styles of art.**
Descriptive Statement: This includes classical, medieval, renaissance, and contemporary styles in addition to considering works from oriental, folk and Afro-American cultures.

*6.10 **The student will utilize fantasy as a means of expression.**
Descriptive Statement: This requires the use of imaginative thinking in the student's two-dimensional and three-dimensional artwork.

6.11 **The student will understand the concept of the picture plane.**
Descriptive Statement: This involves placing horizontal and vertical objects in a picture or composition so that they relate to the edges of the paper (picture plane).

6.12 **The student will demonstrate how an element of design (color, line, shape/form, space, texture) can be used to create the appearance of movement.**
Descriptive Statement: The emphasis is on the student recognizing that, when viewing works of art or objects in the environment, the eye follows a path that is determined by the position of objects in space and the repetition of such elements as colors or shapes.

*6.13 **The student will use appropriate media techniques to create texture or the appearance of texture.**
Descriptive Statement: Emphasis is on techniques appropriate to the art media and recognition of the difference between textures which can be physically felt (actual texture) and the illusion of three dimensional texture on a flat surface (implied texture).

*6.14 **The student will name, mix and use the tertiary colors.**
Descriptive Statement: Emphasis is on mixing and identifying the tertiary colors (yellow-orange, yellow-green, blue-violet, blue-green, red-violet, and red-orange) and on using these colors in original artwork.

ART
STANDARDS OF LEARNING OBJECTIVES
SEVENTH GRADE

Program Emphasis: Visual communication, design principles and drawing are stressed at this level. The objectives reflect students' concern for realistic representation and their interest in contemporary issues.

*7.1 **The student will communicate information and ideas visually.**
Descriptive Statement: Focus is on visual communication as an alternative and as an augmentation of oral and written communication. The popular arts and mass-produced art forms including filmmaking and video are emphasized.

7.2 **The student will identify and use analogous, complementary, and monochromatic color relationships.**
Descriptive Statement: This includes colors which are adjacent on the color wheel (analogous), opposite each other (complementary), and value variations of the same color (monochromatic). Emphasis is on application of these color schemes in artwork, clothing and interior design.

*7.3 **The student will use a variety of perspective devices to create an illusion of depth.**
Descriptive Statement: Emphasis is on producing works of art that utilize various perspective devices, such as overlapping, size relationship, position on picture plane, color changes, and blurred details or focus.

*7.4 **The student will demonstrate perception skills through contour drawing experiences.**
Descriptive Statement: An awareness of form and the development of line sensitivity are increased with frequent drawing experiences where students draw objects while looking at outlines (contours) of shapes around and within the object.

*7.5 **The student will render natural forms in proportion.**
Descriptive Statement: Emphasis is on realistic representation with attention to size relationships and details.

7.6 **The student will create the illusion of three-dimensional geometric and organic shapes through shading (modeling).**
Descriptive Statement: Emphasis is on use of value, color, and line to create the illusion of depth with objects portrayed on a two-dimensional surface.

*7.7 **The student will produce contrasting textures in two-dimensionl and three-dimensional design.**
Descriptive Statement: Variety, interest and focal points are created through variations in the surface quality of materials.

7.8 **The student will create the illusion of action in two-dimensional or three-dimensional media.**
Descriptive Statement: This involves depicting figures and objects in motion through such means as gesture and repetition in drawing, or dynamic line in wire sculpture.

7.9 **The student will use mechanical graphic devices in connection with commercial design problems.**
Descriptive Statement: This requires using tools such as compasses, rulers, protractors and T-squares to make grids, guidelines, letters, and graphic designs.

*7.10 **The student will follow safety procedures at all times.**
Descriptive Statement: Emphasis is on care and appropriate use of tools, materials, and equipment and on reading labels.

*7.11 **The student will discover the role of art in historic documentation.**
Descriptive Statement: This may include architecture, folk arts, crafts, or fine arts which tell us about the past and reflect the values of localities. Emphasis is on American and Virginia art.

7.12 **The student will identify personal and cultural uses of communicative symbols.**
Descriptive Statement: This includes finding logos in the environment such as trademarks and symbols, heraldic devices, watermarks, maps, and flags.

*7.13 **The student will compare how various artists have created optical illusions.**
Descriptive Statement: This involves the study of such artists as Mantegna, Dali, Riley, Vasarely, Agam, and Escher.

7.14 **The student will compare various art careers.**
Descriptive Statement: This involves exploration of the variety of art careers.

7.15 **The student will experiment with variation of line to demonstrate contrasting qualities in a composition.**
Descriptive Statement: This may include lines which are thick and thin, "fast" and "slow," undulative and straight, as well as contrasting the length of lines as they relate to each other.

ART
STANDARDS OF LEARNING OBJECTIVES
EIGHTH GRADE

Program Emphasis: The elements and principles of design continue to be stresed at this level. Expression of feelings through art media and communication through mass media are also explored.

*8.1 **The student will apply appreciation skills to the critiquing of the individual's own work and the work of others.**
Descriptive Statement: This requires that the student make choices, form judgments, and express preferences based on personal and art criticism criteria.

*8.2 **The student will record the human figure with contour and gesture drawings of models (students or teacher).**
Descriptive Statement: Emphasis is on developing an eye for proportion in the human figure, and recognizing that there is more than one way to draw the same subject.

*8.3 **The student will use line to create the effect of light and shade.**
Descriptive Statement: This includes making use of such techniques as cross-hatch, stipple, and texture patterns for tonal rendering.

8.4 **The student will use one- and two-point linear perspective to create the illusion of depth as observed from one position in space.**
Descriptive Statement: The use of vanishing points, horizon line, receding lines and diminishing size are involved in transforming three-dimensional forms onto flat surfaces as they are viewed by one person situated in one place at one time. (Linear perspective as a compulsory system for showing depth in their own work should not be imposed on all students at this level.)

8.5 **The student will use color to suggest depth.**
Descriptive Statement: The phenomena of advancing warm colors, receding cool colors, and atmospheric perspective are central to this objective.

*8.6 **The student will apply the design principles of unity, repetition, and variety to a two-or three-dimensional art form.**
Descriptive Statement: This requires relating all parts of an art form into a unified whole (unity) by repeating patterns, forms, textures, lines or colors (repetition) while having enough variation (variety) to avoid monotony and provide interest.

*8.7 **The student will utilize art terminology.**
Descriptive Statement: This pertains to terms which are basic to art procedures and techniques, to static and moving image art media, and to aesthetic criticism.

8.8 **The student will identify the role of artists in mass media.**
Descriptive Statement: This includes illustrators, photographers, cartoonists, graphic artists, costume designers, computer graphic artists, set designers, and artists in TV and film production.

*8.9 **The student will identify and analyze the uses of lettering as a graphic art.**
Descriptive Statement: This involves the historic development of lettering as well as its practical applications today in such areas as communication arts and computer graphics.

*8.10 **The student will manipulate the elements of design to create moods.**
Descriptive Statement: This requires the production of artwork which focuses on such emotions as fear, hate, love, boredom, and anxiety and an awareness of how these can be expressed through color, line characteristics, and the kinds of shapes used.

*8.11 **The student will demonstrate safety procedures at all times.**
Descriptive Statement: Emphasis is on appropriate use of tools, equipment and protective devices.

*8.12 **The student will distinguish between expressionistic and naturalistic use of color.**
Descriptive Statement: Emphasis is on the identification of stylistic differences in the use of color by different artists. Expressionistic artists might include Kandinsky, Gauguin, Munch, deKooning, Van Gogh, Matisse, Picasso, and Bearden or Jacob Lawrence, with naturalistic stylists represented by Homer, Harnett, David, Van Eyck, Botticelli, and Wyeth.

8.13 **The student will apply an understanding of composition and design to the display of artworks.**
Descriptive Statement: This involves the development of display skills from the matting to the organization and installation of displays, exhibits, and shows.

8.14 **The student will differentiate among 2-D, 3-D and multi-dimensional moving image works of art (film and video).**
Descriptive Statement: This emphasizes the difference between rendering subjects in a 2-D or 3-D art medium (static art) and in a medium where images physically move or change in real time (moving image art) such as film and video or like sculpture that actually moves (kinetic).

*8.15 **The student will distinguish "implied" line.**
Descriptive Statement: This pertains to linear direction suggested by the positioning and repetition of shapes, colors, lines and objects and the way they influence the path the eye follows through space. Examples should be found in student work as well as in the work of established artists.

*8.16 **The student will identify primary, secondary and tertiary colors of more than one color system.**
Descriptive Statement: This includes knowledge and comparison of such systems as Prang and Munsell, their practical applications, and the ability to create variations of value and intensity in the hues of one of the systems.

*8.17 **The student will be familiar with a sample of four or more famous artists and their work.**
Descriptive Statement: The emphasis is upon recognizing the artistic contribution and representative works of major artists, working in different styles or media from a variety of periods or schools of art.

ART
STANDARDS OF LEARNING OBJECTIVES
ART FOUNDATIONS

Program Emphasis: Art Foundations includes 2-D, 3-D, craft, and art appreciation experiences. The student develops and refines attitudes, knowledge and skills through a wide range of approaches. Appreciation of art includes the creation of works of art, but focuses on understanding art as a visual language, analyzing art, studying the art of many cultures, and recognizing the relationship of art to other fields including media and mass communications.

(The teacher should refer to the elementary and middle school SOLs in order to become familiar with a student's prior learning in aesthetics, art vocabulary and skills. In the event that a student coming into Art Foundations has not had some elementary or middle school art experiences, the teacher will need to go back and use appropriate objectives for the student's needs.)

AF.1 **The student will express and interpret feelings and experiences in artwork that makes a personal statement.**
Descriptive Statement: Thoughts, feelings, and experiences can be communicated to others through art and these should be an original reflection of the person creating the work.

AF.2 **The student will identify and discuss the elements and principles of design in works of art (their own and others).**
Descriptive Statement: This includes line, color/value, texture, shape/form, space, balance, rhythm, emphasis, contrast, and unity.

AF.3 **The student will identify and use appropriate tools and materials for each art activity.**
Descriptive Statement: This includes all tools and materials selected by the teacher for the Art Foundations program.

AF.4 **The student will adhere to safety procedures appropriate for each process and medium.**
Descriptive Statement: This includes reading labels and signs, wearing protective equipment, and observing classroom safety rules.

AF.5 **The student will explore and understand drawing as an essential skill.**
Descriptive Statement: The emphasis is upon using drawing to reflect visual perception and to develop ideas graphically while improving skills with a variety of drawing media such as charcoal, pencil, and ink.

AF.6 **The student will recognize and compare differences in art forms.**
Descriptive Statement: This involves comparing a variety of works of art for originality, function, process, medium, and design application. Students' work as well as the work of artists with various creative styles should be included.

AF.7 **The student will discuss and demonstrate how differing degrees of craftsmanship affect the finished product.**
Descriptive Statement: This includes evidence of the student's own skill and proficiency with materials and techniques.

AF.8 **The student will become articulate in the use of an art vocabulary.**
Descriptive Statement: The focus is on ability to define, spell correctly, and use terms appropriate to the art medium, the art process, and to aesthetic criticism.

AF.9 **The student will prepare artwork for display.**
Descriptive Statement: Techniques of mounting, matting, labeling, protecting, and the hanging of 2-D and 3-D art work are included in this objective.

AF.10 **The student will recognize and identify works of art according to medium, period, style, and artist.**
Descriptive Statement: This is accomplished by viewing, through slides and reproductions, the works of several major artists from distinctly different cultures or schools of art. This involves describing and analyzing differences and similarities observed in such styles as Renaissance, Romantic, Baroque, Impressionistic, Surrealistic, and Photo-realistic.

AF.11 **The student will recognize the importance of environmental space in influencing the quality of everyday life.**
Descriptive Statement: The emphasis is on identifying various types of environmental space and the effects of these on commercial, institutional, recreational, and domestic architecture, settings, and people within those spaces.

AF.12 **The student will compare representational and abstract, or nonobjective, art.**
Descriptive Statement: This involves using appropriate terminology and identifying characteristics relevant to each style.

AF.13 **The student will identify and discuss relationships between a culture and its art.**
Descriptive Statement: This includes the study of at least one culture and its art related to the political, economic, technological, and religious climate of that culture.

AF.14 **The student will identify and appreciate local cultural sources and folk art objects.**
Descriptive Statement: The focus is on folk art, utilitarian objects, the community environment (landscape and architecture), and the work of local professional artists and craftsmen.

AF.15 **The student will identify art related career opportunities.**
Descriptive Statement: This includes the study of ten art related careers and employment requirements.

AF.16 **The student will recognize various relationships which visual art has with film, video, drama, music, and dance.**
Descriptive Statement: This includes recognizing similarities and differences in concepts such as rhythm, movement, space, emphasis, composition, time, and sound in various arts.

AF.17 **The student will recognize that the form and nature of art is in a continuous state of change.**
Descriptive Statement: This involves knowing that art tends to develop in a way which does not necessarily imply improvement or deterioration. Historic events and scientific advances also influence direction in style, form, and material.

AF.18 **The student will identify the role of mass media in shaping taste, perception and communication.**
Descriptive Statement: The emphasis is on the place of television, magazines, newspapers, film, and billboards in our culture and their impact on the consumer and on the artist.

AF.19 **The student will discriminate between positive and negative space.**
Descriptive Statement: The stress is on understanding the difference between figure (positive space) and ground (negative space) and their reciprocal relationship.

ART
STANDARDS OF LEARNING OBJECTIVES
ADVANCED ART

Program Emphasis: This is an advanced course building upon sucessful completion of Art Foundations objectives. There is a continued emphasis upon aesthetic knowledge, visual problem solving, creative growth, and the use of media skills for personal expression. There should be increased opportunities for students to exercise aesthetic judgment.

Advanced Art will allow more time for pursuing individual projects, for exploration of art media and techniques, and for developing art skills. It should also provide for appreciation activities which stress contemporary art forms, particularly American, and visual art as it relates to other areas of knowledge.

AA.1 **The student will demonstrate that initiative, originality, fluency, task commitment, and openness to new ideas are essential for creating and appreciating art.**
Descriptive Statement: The emphasis is on problem solving in unique ways, on divergent thinking approaches, and on brainstorming related to projects in art.

AA.2 **The student will analyze works of art that reflect a variety of styles.**
Descriptive Statement: Artists have interpreted the same subject matter in many ways. The focus is on realizing that personal symbols, historical references, the media used, and an individual's philosophy all affect the style of the artist and the final form of the work of art.

AA.3 **The student will compare and analyze relationships between cultures and their arts.**
Descriptive Statement: The focus is on awareness of social, political, technological, economic, and religious climates and their impact on the art of any period or culture.

AA.4 **The student will identify some of the influences of the visual arts on society.**
Descriptive Statement: The emphasis is on the cultural influence of art in television, films, newspapers, comic books, and graphic designs which surround contemporary man.

AA.5 **The student will explain the relationship between form and function.**
Descriptive Statement: The emphasis is on understanding whether certain theories such as Sullivan's "Form follows function" apply to specific architectural and craft examples, or whether other viewpoints prevail. This relationship may also be examined with reference to sculpture and 2-D media.

AA.6 **The student will produce works of art which result from experimentation and reflect a personal approach to visual problem solving.**
Descriptive Statement: This will include experiences in combining 2-D, 3-D, and crafts materials as well as exploring moving image media (film and video) where the emphasis is on originality and individual expression.

AA.7 **The student will create products using a variety of media and processes with the emphasis on visual problem solving.**
Descriptive Statement: This includes developing more advanced techniques, and combining concepts as in the following:

2-D: Utilizing foreshortening and more complex perspective with multiple vanishing points or different eye levels, shaded and textured drawing, mixed media painting, combined printmaking techniques, and calligraphic approaches to lettering;
3-D: Becoming familiar with additive, subtractive, manipulative, and constructive techniques as well as the approaches of conceptual sculpture;
Crafts: Understanding relationships among process, form, function, and concept in fibers, clay, wood, metals, paper, and glass;
Moving Image Media: Understanding relationships among process, form, (dramatic, documentary, experimental, animation), function (art, commercial, propaganda, entertainment), and concept in television and film used as art media.

AA.8 **The student will produce completed works of art which integrate design principles and advanced aesthetic concepts.**
Descriptive Statement: The emphasis is on utilizing the design principles of unity, balance, rhythm, repetition and dominance, and designing within the capabilities of the medium and the process. This also includes stressing concepts such as perception of color in light as opposed to color in pigment (additive and subtractive color).

AA.9 **The student will present and display art products as part of the artistic process.**
Descriptive Statement: This involves understanding concepts and procedures of professionalism, good craftsmanship, and effective display.

AA.10 **The student will practice established safety procedures.**
Descriptive Statement: The proper care and use of tools, materials, and equipment in all art areas is expected to be carried out independently by the student.

AA.11 **The student will acquire an appropriate art vocabulary.**
Descriptive Statement: The focus is on using appropriate terminology related to aesthetic concepts and art criticism when discussing and writing about works of art.

AA.12 **The student will maintain a portfolio for reference, recording observations, and presenting samples of their work.**
Descriptive Statement: This includes developing a collection of sketches, journals, and finished works as well as 2-D records of 3-D projects.

AA.13 **The student will identify art career opportunities and educational programs.**
Descriptive Statement: Information obtained from resource materials, resource people, businesses, industry, training centers, and colleges should include facts about art professions, art related careers, and training required as well as typical earnings and opportunities.

AA.14 **The student will demonstrate that personal skills and talents can contribute to one's community and that ideas and support can be gained from that community.**

Descriptive Statement: This includes sharing work with the community by participating in art shows, creating displays for private industry, churches, and parades; and visually recording events and landmarks within the community. The community can provide artist/resource people, as well as books, visual material, museums, cultural resources, and art objects as the student needs them.

AA.15 **The student will recognize and identify technological developments in visual art.**

Descriptive Statement: This is accomplished by direct exposure to computers, through demonstration, or the practical application of computers to design problems.

ART
STANDARDS OF LEARNING OBJECTIVES
ART HERITAGE: APPRECIATION and ART HISTORY

Program Emphasis: Our art heritage includes knowing something of the history of art as well as the process of appreciating art objects. The emphasis should be on what artists, through their works of art, communicate or reflect about their times, their culture, or themselves. Differing cultures, periods, or philosophical points of view can be contrasted or compared through their representative art forms.

The emphasis should be on what art objects tell us about sources, influences, and their times rather than on knowing dates, style characteristics, and period or school classifications for their own sake.

Art appreciation is a vehicle to educate potential patrons and consumers of art as well as future artists, aesthetic critics, and historians.

AH.1 **The student will make aesthetic judgments about visual works of art.**
Descriptive Statement: Emotional response and rational evaluation are both involved in making a value judgment, but the focus is on the student using an aesthetic criticism method and delaying personal opinion until the process is complete. This involves a synthesis of description, analysis, and interpretation before making an evaluation.

AH.2 **The student will describe visual works of art.**
Descriptive Statement: This includes noting in oral or written terms what is immediately observable by the viewer, as the first step in the art criticism process.

AH.3 **The student will analyze visual works of art.**
Descriptive Statement: Discussion will include observations about formal relationships among the elements and principals of design.

AH.4 **The student will interpret visual works of art.**
Descriptive Statement: This involves expressing the meaning of the work in terms of ideas and emotions aroused in the viewer, and the possible intent of the artist.

AH.5 **The student will use art terminology which is adequate to discuss and write about works of art.**
Descriptive Statement: Vocabulary should relate to moving image art (film and video) as well as static art (2-D, 3-D and crafts).

AH.6 **The student will identify works of art according to theme, medium, period, style, and artist.**
Descriptive Statement: The emphasis is on talking or writing about the works in ways that are meaningful to the student rather than stressing dates and facts.

AH.7 **The student will recognize the possible artistic merit of visual forms that are not classified as works of art.**
Descriptive Statement: This involves applying the same criteria used in judging artworks to evaluate common man-made and natural objects.

AH.8 **The student will explain the relationship between form and material.**
Descriptive Statement: This involves viewing and analyzing the form of a work and realizing that the way a work of art looks is determined in part by the substance from which it is made.

AH.9 **The student will explain the relationship between form and function.**
Descriptive Statement: Emphasis is on those arts that have utilitarian purposes, such as architecture and crafts.

AH.10 **The student will identify the uses and analyze the function and impact of visual art in today's mass media world.**
Descriptive Statement: The focus is on the influence of art on television, film, graphic design (newspapers, magazines, comic books), and all areas of the popular culture.

AH.11 **The student will compare and contrast nonrepresentational art with representational art.**
Descriptive Statement: Especially important is the student's realization that nonrepresentational art has aesthetic value, and is not to be rejected simply because the abstract or nonobjective qualities of the work are not liked or immediately understood.

AH.12 **The student will describe relationships between a culture and its art.**
Descriptive Statement: The focus is on becoming aware of the social, political, economic, technological (including communication/information), and religious climate of any period and the impact of these upon art.

AH.13 **The student will identify the contribution of other cultures to American art.**
Descriptive Statement: The emphasis is on the fact that our present art forms are influenced by past and present societies as well as by various sub-cultures within the American mainstream.

AH.14 **The student will describe cross-cultural relationships in art objects, motifs, designs and themes.**
Descriptive Statement: The focus is on recognizing similarities and differences among art objects and symbols created by separate societies.

AH.15 **The student will explain the effects that art has on society.**
Descriptive Statement: The focus is on the role of art as an influence in a culture.

AH.16 **The student will compare and contrast the elements and principles of visual art with their occurrence in other arts.**
Descriptive Statement: The elements and principles of design in visual art have similar counterparts in the performance and moving image arts (film and video). For example, rhythm occurs in visual art as well as in dance and poetry.

AH.17 **The student will recognize that art is in a continuous state of change which does not imply improvement or deterioration.**
Descriptive Statement: The emphasis is on exploration of the tendency of art to develop from itself while influenced by historic events and scientific advances which often determine direction in style, form, and material. Today, for example, moving image media (film and video) are included among currently accepted art forms.

AH.18 **The student will analyze the effects of the setting, display, or mode of reproduction on the perception of works of art.**
Descriptive Statement: Change of size, color, or fidelity of reproduction, and such things as lighting, location, and size alter one's perception and response to works of art.

AH.19 **The student will distinguish between visual art made by individual artists and the forms of visual art media made for mass public consumption.**
Descriptive Statement: The emphasis is upon an awareness of differences between art as personal expression and art in commerce, and an understanding that, while both communicate visually, they come from different motivations and under different influences.

ART
STANDARDS OF LEARNING OBJECTIVES
CRAFTS

Program Emphasis: Contemporary crafts range from everyday utilitarian art objects to the purely aesthetic. Previous distinctions between "crafts" and "fine art" are no longer based on the media being used. Today, for example, jewelry might be considered sculpture as well as personal adornment.

This course is intended as an introduction or foundation for the crafts, but the objectives are flexible enough for application in general art classes, art studios, or separate crafts courses. A comprehensive creative crafts course will include the following areas of craft materials: fibers, clay, wood, paper, and metal or glass.

The same concerns for creativity, skill, personal expression, visual problem solving, and aesthetic judgment that are expected in Art Foundations and Advanced Art apply to crafts. Historical backgrounds should be presented as each craft area is introduced rather than as separate art history units.

C.1 **The student will discuss the development of crafts as an outgrowth of a time, period, and need of a particular people.**
Descriptive Statement: This involves knowing the effect that history, ideology, materials, and function have on the style and form of craft objects produced by different cultural or subcultural groups.

C.2 **The student will distinguish between decorative and utilitarian crafts.**
Descriptive Statement: This includes comparing, contrasting, and creating decorative crafts which are produced for purely aesthetic purposes and utilitarian objects which arise out of a daily and practical need.

C.3 **The student will produce crafts which demonstrate an appropriate use of the elements and principles of design.**
Descriptive Statement: This involves an effective selection, combination, and arrangement of line, color/value, texture, shape/form, and space, along with an application of the principles of balance, rhythm, emphasis, contrast, and unity.

C.4 **The student will create art objects which demonstrate craftsmanship.**
Descriptive Statement: The emphasis is upon the student exercising self-discipline and patience in the process of problem solving, continuous reevaluation, and design modification and refinement.

C.5 **The student will have a command of vocabulary that is useful for creating and discussing or writing about crafts.**
Descriptive Statement: The focus is on using terminology appropriate for the tools, techniques, procedures, artistic intent, and critical discussion of crafts.

C.6 **The student will adhere to all safety rules and regulations pertaining to each process and medium.**
Descriptive Statement: This extends to reading labels and signs, wearing protective clothing and devices (such as goggles), and observing classroom safety rules.

C.7 **The student will identify career opportunities and educational programs in the crafts.**
Descriptive Statement: This is provided through exposure to community resource people and to working craftsmen in films and literature. At least four areas should be investigated for educational or training requirements.

C.8 **The student will apply evaluation criteria to craft products.**
Descriptive Statement: Criteria include design craftsmanship, function, and aesthetic qualities.

C.9 **The student will compare the properties of different craft materials and their manner of use.**
Descriptive Statement: The focus is on understanding that materials have certain characteristics which determine how they can be used. Properties to consider are desired surface quality, form and function of the object, use of natural or man-made materials, and the rigidity or plasticity of materials.

C.10 **The student will use the processes, techniques, and skills necessary to complete a craft object.**
Descriptive Statement: The emphasis is on planning and designing, making decisions, forming, and finishing craft items, while using tools and techniques appropriate for creating the craft object.

C.11 **The student will share in the use and care of materials.**
Descriptive Statement: The emphasis is on group participation in craft areas which require sharing of equipment and tools, and the careful and safe use, cleaning, and storage of these items to ensure availability for the next person.